

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



1 - Social Distancing Practicalities

Note it is considered to be more challenging to ensure EY children comply with guidance in this section

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
11	8	0	4.53
			MEDIUM

RISK BREAKDOWN

Likelihood Severity	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
	5	11	3	0	0
	5	6	8	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Maintaining bubbles	Pupils Staff Wider community	Risk of infection due to lack of social distance adherence.	The school is split into four class bubbles. The classes are kept apart and all children will be supported to minimise contact within their class bubbles. We recognise that it is unrealistic to expect young children to remain socially distanced from one another but we will use our best endeavours to ensure that direct physical contact is avoided at all times. Children will stay within their class bubbles; each based in their allocated classroom for all indoor lessons. Class teachers and teaching assistants will teach exclusively within their class bubbles wherever possible. However some cross-over of adults will be needed in order to provide targeted interventions and class cover for PPA - in these situations best endeavours will be made for adults to maintain 2m social distancing.	2 - Low	3 - Medium	MEDIUM	All staff	
Travel to and from school - Dedicated school transport	N/A	N/A	N/A	1 - Very low	1 - Very low	LOW	N/A	
Travel to and from school - Public transport	N/A	N/A	N/A	1 - Very low	1 - Very low	LOW	N/A	
Beginning of school day			<ul style="list-style-type: none"> In order to keep groups apart as they arrive and leave school, extended start & finish times have been implemented. Staff will be on duty on the main playground to supervise and to ensure that adults are leaving promptly to avoid crowding around the school perimeter. At the start of the school day, a twenty minute window (8:40 -9:00) will be in operation for families to drop off children; each class will have an allocated entrance which will be open and children will be able to go straight into their classrooms through their pre-determined entrances and sanitise hands before entering classrooms. At the end of the day a staggered pick up rota will be implemented at ten minute intervals. Provision will be made for younger siblings to be supervised by class teachers until their older siblings are due to be collected. 	2 - Low	2 - Low	LOW	SLT	
Parents congregating at the gate (primary)	Parents	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Clarify for parents the government's message about social distancing & maintain reminders in the newsletter Set out clear expectations for drop off / pick up Parents are encouraged to wear face mask at drop off/pick up Letters for parents, information shared on TG Facebook page, advice and guidance on website making parents aware of the rationale for this. 	2 - Low	2 - Low	LOW	SLT	
Cloakroom facilities	Pupils	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Access to cloakroom facilities will be restricted to a limited number of pupils at a time. Class teachers will control access Encourage pupils to bring only essential items into school - information on what items are permitted will be shared with families in advance of new school year. Children will be asked to come to school dressed in their PE kits on days when PE is timetabled. 	2 - Low	3 - Medium	MEDIUM	All staff	
Assemblies	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Assemblies and Collective Worship to take place in classrooms - Teams will be used to broadcast to whole school whenever possible. 	1 - Very low	1 - Very low	LOW	SLT	
Social distancing in classrooms	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Maintain bubbles - staff and pupils will stay together as much as possible and adhere where possible to DFE advice re seating arrangements, social distancing. In Classes 3 and 4 pupils will be seated side by side with tables arranged in rows facing the front of the classroom. In line with the guidance, all teachers and support staff can operate across different classes in order to facilitate the delivery of the school timetable. Where staff need to move between classes, they should try and keep their distance from pupils and other staff as much as they can. We recognise this is not likely to be possible with younger children and teachers and support staff can still work across groups where needed to enable a full educational offer e.g. to provide targeted small group and one to one interventions and for PPA cover. Unnecessary furniture has been moved out of classrooms to make more space. 	3 - Medium	3 - Medium	MEDIUM	All staff	

Formulas
Don't delete

Lining-up	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Educate pupils about social distancing when lining-up - "airplane arms". All staff to use positive reinforcement with children to embed social distancing practices. Use floor markers for younger pupils if needed All class teachers to review classroom procedures to limit the need for lining-up 	2 - Low	2 - Low	LOW	All staff	Staff will need to be particularly vigilant when children are moving around the school in lines to ensure children maintain distance between each other.
Keeping pupils separate at lunchtime	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Staggered lunchtimes/rotas. Thorough hand washing and hygiene protocols to be followed by all adults and children. All hands to be washed with soap and water before entry to ahll for lunch. The tables and chairs will be cleaned thoroughly between sittings. Classes 1 and 2 to be served at the same time in the hall - children to be seated in table groups by class - no mixing. Children remain seated and lunch trays to be brought to them by adults. Children to occupy same seats each day; seating plan to mirror class seating as closely as possible. Classes 3 and 4 to be served at the same time in the hall - children to be seated in table groups by class - no mixing. Children to line up to collect their lunch trays one table at a time. Additional adults to support with serving to enable this to be done efficiently. Children to occupy same seats each day; seating plan to mirror class seating as closely as possible. Adults to maintain their distance from children and each other wherever possible. Children to be encouraged to munge opening packets and containers independently. Staff to sanitise hands immediately if they have contact with children's packed lunches. Communicate with parents the importance of providing food items in packed lunches that children can manage independently. 	2 - Low	3 - Medium	MEDIUM	All staff	
Social distancing at breaktimes	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Staggered breaks for different key stages While the weather permits access to the field, outdoor space to be zoned and each class to be allocated zone When the field is not accessible due to adverse weather, access to the playground will be staggered by key stage where possible. . Provide activities to ensure physical contact and close proximity is avoided Staff to be vigilant to ensure pupils minimise contact 	2 - Low	3 - Medium	MEDIUM	All staff	Complete plan and timetable for use outdoor areas. Ensure all staff are clear on levels of supervision required whilst on duty. Social distancing is difficult to achieve so risk is mitigated by placing children into smaller groups. Staff to teach children a range of non contact games appropriate for playing outdoors.
Social distancing - toilets	Pupils	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Staff will limit the number of pupils to a maximum of three at a time to minimise contact. As toilets are not in line of sight we will implement a system to signal when the toilets are occupied which is visible along the corridor - each class to have a set of coloured cones (one per child) to display on the corridor. 	2 - Low	2 - Low	LOW	All staff	Toilets are not visible from the corridor. Children will need to be trained in system implemented to alert to occupancy - coloured cones (one per child) one colour for each group children place cone on floor at end of corridor. If a child sees a cone that does not match their group they wait on corridor until toilet has been vacated. FB to order additional cones.
Staff safety - social distancing	Staff pupils wider community	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Agree protocols for staffroom use which set a limit on number at anyone time (no more than 5 adults) and responsibilities for cleaning surfaces and hand washing. Staff to take breaks outdoors when weather permits - provide additional seating to facilitate Avoid face to face meetings wherever possible. provide regular weekly briefings via e mail Hold meetings on line or outdoors if weather permits 	3 - Medium	3 - Medium	MEDIUM	All staff	Tape markings to be put on staffroom floor to maintain 2m distance between seating. SLT to be vigilant in ensuring that staff adhere to social distancing guidelines.
End of day procedures	Pupils Staff Wider community	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Staggered times for exit at the end of the day as outlined above. Parents to observe social distancing rules when waiting for their child - yellow tape used to mark 2m intervals along the school fence. Parents are encouraged to wear face coverings. Bell boating put around the school site to remind parents of the need for social distancing. Parents and children to leave the school grounds in a timely and orderly manner - expectations to be communicated to all families. SLT to be present on the playground at the end of the day to ensure prompt dispersal. Class teachers to pay strict attention to end of day time for their class. 	2 - Low	2 - Low	LOW	All staff	SLT to be vigilant to ensure that classes are being dismissed promptly. If classes come out late parents are less likely to adhere to pick up windows
Social distancing - trips and events off site	Pupils Staff Wider community	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Off-site events including swimming sessions and most school trips will be cancelled for the duration of the autumn term. Visits to Heart of England Forest at Spernal will be permitted - families will be asked to transport children to and from the site. Risk assessment to be updated to include COVID-19 requirements. Bell boating will be offered to Class 4 - full risk assessment has been completed by Andy Train Our local forest school site will be available for all classes to use. Equipment will be meticulously cleaned between groups. Once social distancing allows, trips will be reinstated. Risk assessments for visits will include COVID-19 requirements and explain how bubbles will be maintained. 	1 - Very low	1 - Very low	LOW	All staff	
Social distancing if parents are in school	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> Cancel parents' evening and special assemblies/concerts Arrange meetings with parents online where ever possible. Parents will only be able to enter the building to meet with staff by prearranged appointments.Number of parents attending to be judged on an individual basis.. 	2 - Low	2 - Low	LOW	SLT	
Close proximity of staff and pupils	Pupils Staff	Risk of infection due to lack of social distance adherence.	<ul style="list-style-type: none"> We recognise that it will not be possible for adults to maintain a 2m social distance from pupils and will expect all staff to minimise their contact and maximise distance as much as possible. Staff will be provided with guidance on effective strategies for front of class teaching and encouraging pupil independence In particular, staff should avoid close face to face contact and minimise time spent within 1 metre of anyone to no more than 15 minutes. School will communicate with parents the importance of ensuring that pupils can independently manage their own school uniform - Velcro trainers, polo shirts, elasticated waists etc. 	3 - Medium	3 - Medium	MEDIUM	All staff	Admin staff to sign in all visitors to avoid sharing of surfaces. Consider investing in a digital sign in system compatible with school iPad.

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



2 - Quality of Education

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
2	10	0	5.90
			MEDIUM

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	1	9	2	0	0
Severity	1	1	10	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
How do we compensate for the gaps in pupils' knowledge and skills that will have developed following their extended absence from school?	Pupils who have had limited engagement with learning whilst school has been closed.	Gaps in knowledge and understanding could present challenges in accessing learning when back in class. Risk of falling behind and not achieving age related expectations.	<ul style="list-style-type: none"> Identify key component knowledge and skills within individual year groups and subjects areas (i.e. the non-negotiables) These have been prioritised during the first half of Autumn Term . Recovery Curriculum was followed during the first three weeks to support reintegration into school and enable all pupils to reconnect with classroom life and re-establish behaviours for learning. These strategies will be revisited when necessary to support childrne's well-being. Pupils in Y1 to Y6 have all undertaken baseline assessments using NFER, phonics screening, Star reading and KS1 SATS resources as appropriate during the first half term. Baseline assessments of pupils writing - both transcription and composition have been taken from outcomes of writing tasks completed through recovery curriculum. Teachers have taken into account the online learning that pupils may have engaged in during the school closure (in some areas there may have been a high level of engagement and this should not be ignored) Following baseline and other assessments, pupil premium and catch-up funding will be used to provide disadvantaged pupils with more intensive catch up support where required SLT to work with class teachers to identify and target those pupils with greatest need of additional support 	3 - Medium	3 - Medium	MEDIUM	SLT Class Teachers	
Covering the full range of subjects - staff moving from class to class, peripatetic teachers, supply staff	Pupils Staff	Risk of infection if social distancing not adhered to	<ul style="list-style-type: none"> Where needed, supply teachers, peripatetic teachers and/or other temporary staff can move between schools. They should ensure they minimise contact and maintain as much distance as possible from other staff. Specialists, therapists, clinicians and other support staff for pupils with SEND will provide interventions as usual. Staff who visit more than one setting are expected to ensure they are familiar with and abide by the social distancing and hygiene requirements in each individual setting. The school will make their requirements available. The wearing of face coverings when moving around the site will be encouraged. 	3 - Medium	3 - Medium	MEDIUM	SLT	
Preparations for the changes to SRE that come into effect in September 2020	Pupils	Risk of not receiving full entitlement to RSE	<ul style="list-style-type: none"> The school will fully implement the Jigsaw PSHE programme and teach all units across the academic year. This will ensure that all pupils will receive their full entitlement to RSE. SLT will provide information to parents and an online survey in order to consult with them regarding our RSE provision. The school RSE policy will be revised inline with the new statutory guidelines during the autumn term. 	1 - Very low	1 - Very low	LOW	SLT	

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Online or home learning may need to continue for some pupils, running alongside return to school for other pupils. Plan this for contingency if a second wave or a local outbreak of COVID necessitates school closure.	Pupils who need to self isolate	Risk of gaps in learning	<ul style="list-style-type: none"> Pupils not attending school will be identified and provision will be made to support remote learning that is aligned with content to be taught in school, where necessary. The school has reviewed its long term curriculum plan for the 2020-21 academic year and make adjustments to align planned topics in foundation subjects with Oak National Academy curriculum map. SLT has developed a Remote Learning Plan which is available on the school's website. SLT will be mindful to make sure teacher workload is managed well 	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	
Curriculum adaptations	Pupils	Risk of gaps in learning being exacerbated if teaching does not initially prioritise key components. Children may not receive a broad and balanced curriculum	<ul style="list-style-type: none"> A recovery curriculum will be delivered to all pupils during the first three weeks of the autumn term. The school will use its best endeavours to teach an ambitious and broad curriculum in all subjects starting in the autumn term. Class teachers will be support to prioritise key components within subjects. The school will consider how all subjects can contribute to the filling of gaps in core knowledge, for example through an emphasis on reading. We aim to return to the school's normal curriculum in all subjects by summer term 2021. At the start of there year, teaching time will be prioritised to address significant gaps in pupils' knowledge with the aim of returning to the school's normal curriculum content by no later than summer term 2021. 	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	
Addressing the needs of all children	Pupils	gaps in learning may be exacerbated	<ul style="list-style-type: none"> Class teachers plan on the basis of the educational needs of pupils - these will be identified through careful observation and the use of formative assessment of reading, hand writing, spelling, grammar, punctuation an key maths concepts and procedures. Curriculum planning is informed by assessment of pupils' starting points and focus on addressing the identified gaps in their knowledge and skills. 	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	
Remote learning	Pupils	gaps in learning may develop or become exacerbated	<ul style="list-style-type: none"> have access to digital devices and loan equipment to them. Provision will be made for paper copies of worksheets to be available to families who do not have access to printers As outlined above we will develop remote education so that it is integrated into school curriculum planning 	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	Consider carrying out survey of all families to identify those who with limited access to digital devices in preparation for potential school closure / local lock down ICTDS - reviews of home learning resources - https://sites.google.com/welearn365.com/wl365hl/other-online-resources
Early Years	EYFS pupils	gaps in learning may develop or become exacerbated	<ul style="list-style-type: none"> Baseline assessments will be carried out over the first half term to identify starting points. Helicopter story sessions will be planned to extend and develop vocabulary Weekly action rhymes will be taught and shared with families using the Poetry Basket resource For pupils in Reception Year, teachers should initially focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development. Teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary. Settings should follow updates to the EYFS disapplication guidance. Teachers will ensure that all children are given equal opportunities for outdoor learning. 	2 - Low	3 - Medium	MEDIUM	SLT LH	
Key stage 1 & 2	pupils	gaps in learning may develop or become exacerbated	<ul style="list-style-type: none"> For pupils in key stages 1 and 2, the school will prioritise identifying gaps and re-establish good progress in the essentials (phonics and reading, increasing vocabulary, writing and mathematics),. Class teachers will identify and capitalise on opportunities across the curriculum for the children to read widely, and develop their knowledge and vocabulary. The curriculum will remain broad, so that the majority of pupils are taught a full range of subjects over the year, including sciences, humanities, the arts, PE/sport, RE and RSE. 	2 - Low	3 - Medium	MEDIUM	SLT Class Teachers	

Specific subjects where the risk of passing on any infection could be higher - music	pupils staff	Risk of infection if social distancing and hygiene protocols not adhered to	<ul style="list-style-type: none"> It has been identified that there may be an additional risk of infection in environments where singing, chanting, playing wind or brass instruments or shouting takes place. This applies even if individuals are at a distance. The music curriculum will be restructured to ensure that units covered during autumn and spring do not require whole class singing. Where music lessons do require singing, lessons will take place outdoors or in the school hall; pupils will be positioned back-to-back and / or side-to-side; lessons will be organised to avoid sharing of instruments, and teachers will ensure good ventilation by opening the hall doors and windows. Singing will not take place in larger groups such as our school choir or during school assemblies. 	2 - Low	2 - Low	LOW	SLT Class JSG	
Specific subjects where the risk of passing on any infection could be higher - sport	pupils	Risk of infection if social distancing and hygiene protocols not adhered to	<ul style="list-style-type: none"> We recognise the importance of regular physical activity on pupils well being and are committed to ensuring that all pupils participate in at least two hours of physical activity each week. For all PE lessons, pupils will be kept in consistent class groups, all sports equipment will be thoroughly cleaned between each use by different individual groups, and all contact sports will be avoided. Staff and pupils will wash/sanitise hands before and after PE sessions Where possible, outdoor sports will be prioritised and the hall will be used where it is not to maximise distancing between pupils. Staff and pupils will pay scrupulous attention to cleaning and hygiene. The school will continue to work with external coaches, clubs and organisations for curricular and extra-curricular activities where we are satisfied that this is safe to do so. All external providers will be asked to read and apply the protective measures as outlined in our risk assessment. The children will continue to participate in the Daily Mile and other regular physical activity session such as BBC super movers and Go Noodle in their class groups. 	2 - Low	3 - Medium	MEDIUM	SLT Class NC	Plan to have more active games and activities at lunchtime for children to engage with. Washing hands before PE means that children can pass the ball etc. to each other within their own bubble.
Catch up	Pupils who have had limited engagement with learning whilst school has been closed.	Gaps in knowledge and understanding could present challenges in accessing learning when back in class. Risk of falling behind and not achieving age related expectations.	In the autumn term, after formative assessments have been completed catch up funding will be used to support pupils. One to one and small group interventions will be delivered to pupils identified as most at risk of falling behind and, where appropriate, the DFE National Tutoring Programme will be accessed to deliver tuition to the most disadvantaged and vulnerable young people, accelerating their academic progress and preventing the gap between them and their peers widening.	2 - Low	3 - Medium	MEDIUM	SLT SENCo Class Teachers	Possibility that we may not receive additional funds as we have low numbers of pupil premium

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



4 - Pupils with SEND (including medical needs)

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	5	0	5.67
			MEDIUM

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	4	4	1	0	0
Severity	1	0	3	5	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Pupils with underlying health conditions are at a higher level of risk	pupils with underlying health conditions	risk of infection due to lack of social distance adherence	<ul style="list-style-type: none"> Seek medical guidance for pupils with serious under-lying health conditions, such as cystic fibrosis, who may need to stay at home. Extra vigilance will be needed for this and other underlying health conditions in relation to social distancing e.g. for pupils with asthma (safety measures may vary from pupil to pupil) 	1 - Very low	4 - High	LOW	SLT	
Staff with under-lying health conditions and/or pregnant staff are at a higher level of risk	School staff	risk of infection due to lack of social distance adherence	<ul style="list-style-type: none"> Seek medical guidance that may recommend that the staff member remains at home complete individual risk assessment with staff where required 	2 - Low	4 - High	MEDIUM	SLT	
Some pupils with SEND: <ul style="list-style-type: none"> - may have no awareness of space - may spit, scratch or bite - may require intimate care, incl. on-site nursing (hence social distancing cannot be implemented) 	SEND pupils and School staff	risk of infection due to lack of social distance adherence risk of infection due to necessity for close physical contact	<ul style="list-style-type: none"> Risk assessments to be updated to reflect the additional measures that will need to be followed in relation to these challenges (this may include the use of PPE) with specific reference to staffing requirements 	2 - Low	3 - Medium	MEDIUM	SLT	
Sudden announcement of a return to school for ASC pupils will cause anxiety	ASC pupils	risk to mental health and well being for pupils and their families potential for self harm	<ul style="list-style-type: none"> Ensure parents have advance notice of start date, so that they can prepare their child for the return to school (walk to school and back home each day – put uniform on daily – structure the day at home to begin to mirror the day at school – telephone call(s) between the pupil and teacher). School to provide PowerPoint with photographs and commentary of what the school day will now look like. 	3 - Medium	4 - High	MEDIUM	SLT	
Work towards individual SEND targets	SEND pupils	gaps in learning and impact on progress and achievement	<ul style="list-style-type: none"> Timely assessment of pupils linked to their specific targets on return to school – short, sharp interventions planned throughout the day and week to make up for lost learning and accelerate progress towards individual targets 	2 - Low	3 - Medium	MEDIUM	SLT/SENCo	
Medicines in school may become out-of-date. Medicines not returned to school at start of term.	pupils with underlying health conditions	health conditions may not respond to treatment	<ul style="list-style-type: none"> All medicines were sent home prior to school closure An appointed member of staff (Ssh) to check all medications and inform parents/necessary bodies if they need to be replaced. An appointed member of staff (Ssh) to check all medications required by pupils are on site and stored appropriately. 	1 - Very low	4 - High	LOW	Ssh	National guidance – Public health; local guidance – school nurse service.
Shielding pupils	pupils with underlying health conditions	at risk of suffering more serious consequences if they develop Covid19	No children on roll fall within this category	1 - Very low	1 - Very low	LOW	SLT/Ssh	

SEND review meetings	Attendees (parent, class teacher, SENCO & STS x1), EP & STS Observations	Possible exposure to asymptomatic Covid 19 carrier	Ensure all protocols relating to social distancing and hand sanitising are followed and made clear to the attendees prior to the meeting taking place. Ensure that the space used is well-ventilated. Ensure that the furniture is sanitised between meetings. Number of parents attending - decision to be made on an individual basis and where possible, meetings to be held on Teams. Face-to-face meetings only where deemed to be absolutely necessary. E.P. and STS observation visits to take place in accordance with Covid protocols on distancing, sanitising and mask-wearing.	1 - Very low	4 - High	LOW	SLT/SENCO	
ASC Review Meeting	ASC pupils	Risk to well-being due to unfamiliar	Prepare with discussion and picture of visitor in visor before visit.	2 - Low	3 - Medium	MEDIUM	SLT/SENCO	

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



5 - Emotional and Behavioural Considerations

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
4	3	0	4.00
			LOW

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	4	0	0	0
Severity	1	2	4	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What <u>FURTHER</u> actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Some pupils may have experienced a bereavement in their family during the school's closure (possibly in relation to COVID-19)	pupils who have experienced loss or bereavement	impact on social, emotional and mental health and well being which is likely to lead to barriers to accessing learning	<ul style="list-style-type: none"> Prior to opening, parents were asked to share any significant information about their child with the school Provide in-school support and a named person (someone the pupil is close to) to support the pupil when they need it. If required, access specialist support for the pupil, and if need be their family - Winston's Wish/ Guys Gift / FIS All staff have completed bereavement training provided by DBE 	2 - Low	3 - Medium	MEDIUM	SLT/DSL	As recommended on DBE bereavement training - families to be contacted to gather information about significant loss that children may have experienced.
Pupils with social and emotional difficulties may struggle with managing their behaviour when returning to school and the routines of school life	Pupils with social and emotional difficulties	challenging behaviour may lead to barriers to accessing learning	<ul style="list-style-type: none"> Ensure that these pupils are closely monitored and provided with the relevant support to help them to manage their emotions (i.e. prevention is better than cure) Recovery Curriculum is aimed at supporting children to reconnect with classroom and school life and to re-establish behaviours for learning. All staff have completed ACEs training and CPD will be provided to revisits effective strategies for building relationships and positive behaviour management. A survey has carried out asking families to feedback on their child's experiences during the school closure including any changes in behaviour. School will contact families who did not complete the survey to check if any information needs to be shared. 	2 - Low	3 - Medium	MEDIUM	SLT/DSL	TY - to support new staff to complete Thrive baselines and to provide CPD on Thrive approach to relating to children.
Some pupils may be more vulnerable to exclusion. Your behaviour policy may need to be reviewed to reflect the additional support needs of your pupils?	Pupils with social and emotional difficulties	challenging behaviour may lead to exclusion	<ul style="list-style-type: none"> SLT to identify particular pupils who could be vulnerable to exclusion. SLT to work with school staff and families to facilitate a successful retransition back into school. Behaviour policy has been reviewed to reflect additional support available and expectations linked to protective behaviours in place to mitigate risk of infection There have been no exclusions at TG in the last seven years 	1 - Very low	1 - Very low	LOW	SLT/DSL	
EY children may struggle with the return to routine and full-time education	EYFS pupils	impact on social, emotional and mental health and well being which is likely to lead to barriers to accessing learning	<ul style="list-style-type: none"> Continue to liaise with parents following transition work that took place prior to the children starting in Septmeber. 	2 - Low	2 - Low	LOW	SLT/DSL	
Some pupils will not have had any social contact with anyone out of their immediate family (some may not even have had the use of social media) and hence seeing their friends may be emotionally overwhelming	All pupils	impact on social, emotional and mental health and well being which is likely to lead to barriers to accessing learning	<ul style="list-style-type: none"> Through the Recovery Curriculum. plan some social 'catching up' time for pupils and their friends that observe social distancing rules so that they are emotionally prepared to learn - allow for slightly longer/ more frequent break times in first week back. Transition visits at the end of the summer term offered to Y2-Y5 to familiarise the children with the school environment and provide opportunity for children to reconnect with their peers. Plan regular circle time / use of Thrive to facilitate emotional self-regulation and provide opportunities for children to identify and process their feelings 	1 - Very low	2 - Low	LOW	SLT/DSL	

Some parents may be reluctant to send their children back to school because of the risk of infection and bringing the virus back into the family home	All pupils	possibility that gaps in learning may develop or be exacerbated impact on social, emotional and mental health and well being	<ul style="list-style-type: none"> Reassure parents of the social distancing strategies that are being followed in school and the social, emotional and academic benefits associated with their child being back in school Plan provision for key staff to work with and support relevant families to get their pupils back into school 	1 - Very low	3 - Medium	LOW	SLT/DSL	National guidance Local – Leaflet for parents with consistent messages on social distancing.
Support for emotional wellbeing	all pupils	Experiences of lockdown and / or return to school may impact on children's social, emotional and mental health and well being which is likely to lead to barriers to accessing learning	<ul style="list-style-type: none"> The Thrive approach baseline will be carried out for all pupils by October half term. A Recovery Curriculum is planned for the first three weeks with a focus on reconnection and regulation of emotions. For individual pupils, one to one support from our Thrive lead practitioner will be available if appropriate Young Minds Matter - Key Wright our link mentor will continue to support KS2 pupils where needed We are introducing a school dog, Bertie in September, it is intended that Bertie will provide therapeutic support for children experiencing difficulties with emotional well-being and mental health. 	2 - Low	3 - Medium	MEDIUM	SLT	

SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



6 - Hygiene / Cleanliness and Health & Safety

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	6	0	6.00
			MEDIUM

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	7	0	0	0
Severity	0	1	5	1	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs		
Maintaining regular levels of hand washing/hygiene	pupils staff wider community	risk of infection if high levels of hygiene are not maintained	<ul style="list-style-type: none"> Pupils to apply anti-bacterial hand gel as they enter the building at the start of the day and exit the building at the end of the day and regular hand washing opportunities (20 seconds) to be timetabled into daily routines – ensure there are adequate supplies of anti-bacterial hand gel and soap E-bug hand hygiene lessons to be revisited in all classes. Key messages shared with parents and carers. 	2 - Low	3 - Medium	MEDIUM	class teachers National guidance Local – supplies of hand gel
When pupils sneeze or cough they will spread germs/bacteria, especially younger pupils/children	pupils staff wider community	risk of infection if high levels of hygiene are not maintained	<ul style="list-style-type: none"> Educate children and pupils about the need to cough/sneeze into a tissue or their elbow – dispose of tissue in a lidded bin and wash/ sanitise hands for 20 seconds E-bug respiratory hygiene lessons to be revisited in all classes. Key messages shared with parents and carers. Boxes of tissues to be readily available in all classrooms 	2 - Low	3 - Medium	MEDIUM	class teachers National guidance Local – consistent messages, frequent reminders through social media
Keeping the school clean to a higher level of cleanliness	pupils staff wider community	risk of infection if high levels of cleanliness are not maintained	<ul style="list-style-type: none"> Ensure regular enhanced cleaning, including cleaning frequently touched surfaces using standard products, such as detergents and bleach throughout the day. Establish a cleaning schedule that ensures cleaning is generally enhanced and includes: <ul style="list-style-type: none"> more frequent cleaning of rooms / shared areas that are used by different groups (staffroom, snug, hall) frequently touched surfaces being cleaned more often than normal it will not be possible to allocate toilet blocks to individual classes, but toilets will be cleaned regularly and pupils will be encouraged to clean their hands thoroughly after using the toilet 	2 - Low	3 - Medium	MEDIUM	SLT school caretaker National guidance Local – supplies of wipes, consistent messages to cleaners and caretakers.
What if there are a shortage of cleaners due to self-isolation or illness?	staff	Extra demands on SLT and admin to cover cleaning task staff burn out	<ul style="list-style-type: none"> Leaders to identify if this is the case in advance of re-opening so they are pre-warned Individual cleaners may be able to extend their hours or work more flexibly if other cleaners are absent (e.g. working before and after school operating hours) If cleaners are provided by a traded service, does the company have capacity to recruit additional staff/cover for absences? Check terms of the contract , if appropriate 	2 - Low	4 - High	MEDIUM	National guidance Local H&S guidance

<p>How can schools limit the 'surfaces' that are shared between home and school to reduce the spread of any infection?</p>	<p>pupils staff wider community</p>	<p>risk of transfer of infection from shared surfaces</p>	<ul style="list-style-type: none"> • All correspondence out of school to be sent by email where possible and uploaded to the website and correspondence into school to come via a phone call or e mail • All monetary transactions to be done via bank transfer (school money) whenever possible • School staff to review and agree on essential items that pupils will need to bring into school. Communicate this to pupils and parents well in advance. • Reading books will be sent home and a collection system will be established so that returned books will be 'quarantined' for 48 hours before being put back into circulation. 	<p>2 - Low</p>	<p>3 - Medium</p>	<p>MEDIUM</p>	<p>SLT school admin team</p>	<p>letter to be sent out to families providing information about which items pupils are able to bring into school</p>
<p>Face coverings</p>	<p>pupils staff wider community</p>	<p>risk of transfer of infection from shared surfaces</p>	<p>Face coverings are not advised for children under the age of 11. All pupils must remove face coverings before entering the school grounds. Face coverings must be taken away by parents/carers. Pupils must be instructed not to touch the front of their face covering during use or when removing them. They must wash their hands immediately on arrival (as is the case for all pupils). Wearing a face covering or face mask in schools or other education settings is not recommended. Staff and visitors will be reminded not to touch the front of their face covering during use or when removing them. Staff will be required to wash their hands immediately on arrival, dispose of temporary face coverings in a covered bin or place reusable face coverings in a plastic bag they can take home with them, and then wash their hands again. Parents are advised to wear face coverings at drop-off & collection.</p>	<p>2 - Low</p>	<p>2 - Low</p>	<p>LOW</p>	<p>all staff</p>	<p>Government Face Mask Guidance</p>
<p>Shared equipment</p>	<p>pupils staff</p>	<p>risk of transfer of infection from shared surfaces</p>	<ul style="list-style-type: none"> • School to purchase sufficient quantities of frequently used stationery items so that all staff pupils may be allocated individual sets for exclusive personal use • Classroom based resources, such as books and games, can be used and shared within the bubble; these will be cleaned regularly, along with all frequently touched surfaces. • Resources that are shared between classes or bubbles, such as sports, art and science equipment will be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles. 	<p>2 - Low</p>	<p>3 - Medium</p>	<p>MEDIUM</p>	<p>SLT</p>	

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Risk Assessment



7 - Possible COVID-19 Cases

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	8	0	6.22
MEDIUM			

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	9	0	0	0
Severity	0	1	6	2	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Pupil begins to show symptoms when in school (cough and/or temperature developing)	Pupils Staff	risk of infection	<ul style="list-style-type: none"> Pupil isolated and sent home as soon as possible digital non-contact thermometer purchased to check temperatures if required Child tested and results shared as quickly as possible to determine if whole group need to be sent home and isolated, including staff 	2 - Low	3 - Medium	MEDIUM	SLT	
Use of PPE in school if pupils develop symptoms and need assistance (particularly pupils with SEND)	Pupils Staff	risk of infection	<ul style="list-style-type: none"> PPE has purchased and adequate stocks will be maintained based on the number of pupils and staff who attend Where possible PPE supplies will be sourced centrally by the MAT 	2 - Low	2 - Low	LOW	SLT	
Member of staff begins to show symptoms when in school (cough and/or temperature developing)	Pupils Staff	risk of infection	<ul style="list-style-type: none"> Member of staff isolated and sent home . A test will be arranged by the MAT admin team. (Staff member may then be able to return to work if negative - see below) 	2 - Low	3 - Medium	MEDIUM	SLT	
Staffing shortages as a result of staff self-isolating	Pupils Staff	school would be unable to provide education to all pupils. Classes may need to be sent home if staffing shortages cannot be covered.	<ul style="list-style-type: none"> The introduction of testing for staff who have symptoms (cough and/or temperature) should ensure that only staff with COVID-19 symptoms are absent Cover will be managed internally where possible to reduce the risk of bringing the infection into the school. If it is necessary to use supply staff, clear guidance will be provided on the protective measures that have been implemented on the school site. 	2 - Low	4 - High	MEDIUM	SLT	
Test and Trace	Pupils Staff wider community	risk of infection	<ul style="list-style-type: none"> Anyone who displays symptoms of coronavirus (COVID-19) can and should get a test. Tests can be booked online through the NHS testing and tracing for coronavirus website, or ordered by telephone via NHS 119 for those without access to the internet. The MAT is a registered employer for Test and Trace and all staff are aware of the contact details of MAT staff who can arrange for tests. Essential workers, which includes anyone involved in education or childcare, have priority access to testing. 	2 - Low	3 - Medium	MEDIUM	SLT	

What to do if anyone shows symptoms of Coronavirus.	Pupils Staff wider community	risk of infection	<ul style="list-style-type: none"> Schools should contact the local health protection team when they become aware of a confirmed case of Coronavirus. This team will also contact schools directly if they become aware that someone who has tested positive for coronavirus (COVID-19) attended the school – as identified by NHS Test and Trace. The health protection team will <ul style="list-style-type: none"> carry out a rapid risk assessment to confirm who has been in close contact with the person during the period that they were infectious, and ensure they are asked to self-isolate work with schools in this situation to guide them through the actions they need to take. provide definitive advice on who must be sent home. Based on the advice from the health protection team, schools must send home those people who have been in close contact with the person who has tested positive, advising them to self-isolate for 14 days since they were last in close contact with that person when they were infectious. See guidance for definition of close contact. The school will keep a record of pupils and staff in each group, and any close contact that takes places between children and staff in different groups (see section 5 of system of control for more on grouping pupils). This should be a proportionate recording process. Schools do not need to ask pupils to record everyone they have spent time with each day or ask staff to keep definitive records in a way that is overly burdensome. A template letter will be provided to schools, on the advice of the health protection team, to send to parents and staff if needed. Schools must not share the names or details of people with coronavirus (COVID-19) unless essential to protect others. Household members of those contacts who are sent home do not need to self-isolate themselves unless the child, young person or staff member who is self-isolating subsequently develops symptoms. If someone in a class or group that has been asked to self-isolate develops symptoms themselves within their 14-day isolation period they should follow 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection'. They should get a test, and: <ul style="list-style-type: none"> if the test delivers a negative result, they must remain in isolation for the remainder of the 14-day isolation period. This is because they could still develop the coronavirus (COVID-19) within the remaining days. if the test result is positive, they should inform their setting immediately, and must isolate for at least 10 days from the onset of their symptoms (which could mean the self-isolation ends before or after the original 14-day isolation period). Their household should self-isolate for at least 14 days from when the symptomatic person first had symptoms, following 'stay at home: guidance for households with possible or confirmed coronavirus (COVID-19) infection' The school will request evidence of negative test results or other medical evidence when welcoming them back after a period of self-isolation. 	2 - Low	3 - Medium	MEDIUM	SLT	
Multiple suspected cases or increased absence			<p>If schools have two or more confirmed cases within 14 days, or an overall rise in sickness absence where coronavirus (COVID-19) is suspected, they may have an outbreak, and must continue to work with their local health protection team who will be able to advise if additional action is required.</p> <p>In some cases, health protection teams may recommend that a larger number of other pupils self-isolate at home as a precautionary measure – perhaps the whole site or year group. If schools are implementing controls from this list, addressing the risks they have identified and therefore reducing transmission risks, whole school closure based on cases within the school will not generally be necessary, and should not be considered except on the advice of health protection teams.</p>	2 - Low	4 - High	MEDIUM		
What if an outbreak occurs?	Pupils Staff wider community	risk of infection	<p>We will follow Public Health England guidance and support. In consultation with the local Director of Public Health, where an outbreak in school is confirmed, a mobile testing unit may be dispatched to test others who may have been in contact with the person who has tested positive. Testing will first focus on the person's class, followed by their year group, then the whole school if necessary, in line with routine public health outbreak control practice.</p>	2 - Low	3 - Medium	MEDIUM	SLT	
Outbreak in local area	Pupils Staff wider community	School closure may lead to gaps in learning and also impact on mental health and well being	<p>If the local area sees a spike in infection rates that is resulting in localised community spread, appropriate authorities will decide which measures to implement to help contain the spread. The Department for Education will be involved in decisions at a local and national level affecting a geographical area, and will support appropriate authorities and individual settings to follow the health advice. As above, follow local Public Health England guidance.</p> <p>In the event of a local outbreak, the PHE health protection team or local authority may advise a school or number of schools to close temporarily to help control transmission.</p> <p>The school will have a contingency plan for this eventuality. This may involve a return to remaining open only for vulnerable children and the children of critical workers, and providing remote education for all other pupils.</p>	2 - Low	3 - Medium	MEDIUM	SLT	

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8 - Transition

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	0	0	4.00
			LOW

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	3	0	0	0
Severity	0	3	0	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Transition into EY	EYFS Pupils	impact on social and emotional well being	<ul style="list-style-type: none"> Virtual information meeting held for all new parents to meet with key school staff and governors Information packs and school teddies hand-delivered to all new families by EYFS class teacher. 	2 - Low	2 - Low	LOW	MG LH	
Transition into Y1	Pupils due to join Y1 in September 2020	impact on social and emotional well being	<ul style="list-style-type: none"> All pupils have had the opportunity to meet their new teacher in a virtual Teams meeting A transition PowerPoint and information pack will be provided so that parents can share with their children at home (this will include photos of the school setting and key members of staff) The new class teacher was asked to write a welcome letter to pupils that was sent out in the penultimate week of the summer holidays. From September, Y1 may need to be more EY based initially to support transition, as many pupils will not be ready for a more formal education 	2 - Low	2 - Low	LOW	MG CB LH	National guidance re social distancing Information packs – school level information Local and national guidance on curriculum adaptations – ‘recovery curriculum’.
Transition into other year groups within the same school	All Pupils	impact on social and emotional well being	<ul style="list-style-type: none"> All pupils have been offered the opportunity to meet their new class teachers in virtual Teams meetings Transition PowerPoints and information packs have been provided so that parents can share with their children at home (this will include photos of the school setting and key members of staff) The new class teachers wrote welcome letters to pupils that were sent out in the penultimate week of the summer holidays. The home learning books and kindness diaries were returned to school in September and opportunities to celebrate the children's achievements during first week back at school. 	2 - Low	2 - Low	LOW	Class teachers	

Formulas
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SCHOOLS AND SETTINGS - Reset and Recovery

Risk Assessment



10 - Building Work & Logistics

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
1	4	0	6.20
			MEDIUM

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	0	4	1	0	0
Severity	0	1	4	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What <u>FURTHER</u> actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Contractors on site/ building work and maintenance	Pupils Staff Wider Community	risk of infection	<ul style="list-style-type: none"> Where possible, contractors will be asked to attend the school site outside of teaching hours. Information explaining site guidance on physical distancing and hygiene will be shared with visitors on or before arrival. (email or leaflets on site) Where leaflets are provided they will be wiped down after use. A record should be kept of all visitors including their contact details. 	2 - Low	3 - Medium	MEDIUM		
Catering providers	Pupils Staff Wider Community	risk of infection	<ul style="list-style-type: none"> Teddy Bear Corner staff will access the servery directly from the external door into the servery. Direct contact with school staff will be kept to a minimum. Information explaining site guidance on physical distancing and hygiene will be shared with TBC before the start of term. Teddy Bear Corner will be responsible for ensuring that all trays, cutlery , cups etc. are sterilised between use. 	2 - Low	3 - Medium	MEDIUM		Catering businesses guidance covid-19
Building adaptations	Pupils Staff	risk of infection	<ul style="list-style-type: none"> Automatic hand sanitising stations have been situated at all entrance points to the school. In classrooms, and shared indoor spaces windows will be kept open throughout the day to maximise ventilation. All of the usual pre-term building checks will be undertaken to make the school safe. A one way system will be marked out with ape on the main corridor to support the safe movement of pupils. Where possible doors will be propped open to minimise contact (this will exclude fire doors which will be opened at the start of each day) 	2 - Low	2 - Low	LOW		

Uniform	pupils staff	risk of infection	<ul style="list-style-type: none"> • Uniforms do not need to be cleaned any more often than usual, nor do they need to be cleaned using methods which are different from normal. • Second hand uniform will available for families where needed. • Pupils will be encouraged to wear trainers rather than school shoes (plain black or white) to support outdoor learning • Parents will asked to ensure that pupils can manage all footwear and clothing fastenings independently. 	2 - Low	3 - Medium	MEDIUM		Staff to be mindful that some children may need extra layers as classrooms will be cooler with windows open
Wraparound support - before and after school clubs	Pupils Staff	risk of infection	<ul style="list-style-type: none"> • A full risk assessment has been completed to identify additional protective measures that need to be implemented for Wraparound Care. • Wraparound Care will be based in the school hall. • The hall will be split into four zones, one for each class and pupils will remain where possible inside their zone mixing with children from their class bubble. • Children will use their regular toilets (Class 1 - Class 1 toilets; Classes 2,3,4 will use Upstairs toilets) which will regularly - this will include straight after school, before and after WAC use. • All children will sanitise their hands before entering the hall. • Adults will maintain a safe distance from pupils as far as is reasonably possible. • Adaptations will be made to the way food is served so that there all food is served in individual portions • As with physical activity during the school day, contact sports should not take place. Children, when playing outdoors will maintain their class bubble. 	3 - Medium	3 - Medium	MEDIUM		

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13 - Additional

RISK OVERALL

LOW (1 - 4)	MEDIUM (5 - 12)	HIGH (13-25)	OVERALL
3	1	0	3.25
			LOW

RISK BREAKDOWN

	1 - Very low	2 - Low	3 - Medium	4 - High	5 - Very high
Likelihood	3	0	1	0	0
Severity	2	1	1	0	0

Description of the risk / Hazard / Challenge	Who is at risk of harm	How would these groups be harmed?	What FURTHER actions will you take to control / mitigate the risk?	Following completion of further actions, please estimate EXPECTED risk level (1 - 5)		OVERALL FUTURE RISK level 1 - 25 (fills automatically)	Assigned person to complete further actions	Comments / Notes
				Likelihood / prevalence of risk occurring	Severity of Risk if it occurs			
Wrap around services – before and after clubs, breakfast club etc.	Pupils Staff wider community	risk of infection	<ul style="list-style-type: none"> A full risk assessment will be completed to identify additional protective measures that need to be implemented for Wraparound Care Children will be kept in class groups as far as possible during their time at wraparound. The school hall will be used for both before and after school WAC and four class zones will be created for use when the children are indoors. When the weather permits children will be encouraged to play out doors as much as possible. Each class will have a designated outdoor zone. Some modifications to WAC procedures and provision will be implemented to minimise shared surfaces - e.g. Staff to sign out pupils on behalf of parents. All hygiene and cleaning protocols that in place during the school day will also be followed at WAC 	3 - Medium	3 - Medium	MEDIUM	SLT LT	National guidance - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020
Additional support and guidance for specific groups of pupils such as: • EAL pupils • Newly arrived to the UK • Refugees • Families with no recourse to public funds (NRPf)	pupils and families	lack of effective communication	<ul style="list-style-type: none"> The school has likelihood of receiving new pupils from these groups as being extremely low Support, induction and training for staffs not considered necessary at present If the need arises welcome procedures will be put in place for new families, which will include access to translated advice about social distancing 	1 - Very low	2 - Low	LOW	LT	National guidance - Protective measures for out-of-school settings during the coronavirus (COVID-19) outbreak Published 1 July 2020
Staff training implications	staff pupils	lack of knowledge of correct procedures	<ul style="list-style-type: none"> Staff will need to be trained in new procedures and practices such as use of PPE, monitoring social distancing. Training and key messages to be revisited prior to the start of the autumn term 	1 - Very low	1 - Very low	LOW	SLT	Public health guidance. School nurse service?
Governors may be called upon to support leaders for example in appeals, challenging situations or communication with parents	Staff pupils wider community	?????	<ul style="list-style-type: none"> Governors should ensure that all school policies are up-to-date, reflecting the latest national and local guidance. Behaviour, attendance, safeguarding, social distancing, risk assessments will all need to be reviewed. 	1 - Very low	1 - Very low	LOW	Chair of Governors	Local and national guidance from Governor Support services and the NGA.